

BELLEVUE COLLEGE

ENGLISH 201 The Research Paper Winter Quarter 2015 Paula D. Sebastian, Ph.C.

POLICY STATEMENT

Textbooks and Materials:

- *Fields of Readings: Motives for Writing*, 10th edition, Nancy Comley
- *Bedford Researcher* 4th edition, Palmquist
- Internet Access to Firefox, Safari, Chrome
- BC Student email address
- Access to CANVAS
- USB to save your work and research

Course Description:

This course is designed to take you step by step through the process of writing a major research paper. It is designed to break the process of writing a research paper down into several manageable phases, each culminating with either a short 2-3 page paper or the presentation of research materials. Throughout the quarter you will read and analyze both your own and previously published writing. You will learn to use various research tools, including those from the textbook, those located in the library, and those online to locate relevant resources. Once material is located, you will be introduced to methods for reading and effectively evaluating it. You will also be introduced to effective note-taking strategies [summary, paraphrasing], methods of constructing and organizing a bibliography, and proper source citations. The final paper will present evidence of your ability to summarize and critically analyze outside material while synthesizing it to effectively support a clear and engaging original thesis.

Content:

You will get out of this experience what you put into it. At its heart, this course is about exploiting resources: hunting down, identifying, analyzing and then extracting information that helps you develop an informed position which you then attempt to persuade your audience to adopt. This is a course in creative writing and thinking. Everything you need – your raw materials – are presently available to you; I am a resource, just as your textbooks are a resource, the library, the newspaper, your relatives and social network. Your grade depends on the degree to which you make use of your resources. My job is to cultivate some independent thinking and confidence in your own judgment. Those of you who need to be told what to do and what to think will find this class frustrating. Those of you with an interest in being more than spectators will be limited only by certain academic conventions and your own imagination.

Requirements and Grading Policy:

To receive full credit for this course, you are expected to:

- read all assigned readings
- participate in online discussions
- submit completed assignments for reading responses, rough drafts, peer evaluations, and final drafts

NO LATE ASSIGNMENTS ARE ACCEPTED; NO EXTRA CREDIT ASSIGNMENTS; NO RE-GRADES

Grading:

Your final grade will be based on completion of **ALL** of the following assignments:

Module Responses and Online Discussions	30%
Short Essays (Summary, Critical Analysis, Synthesis)	30%
Fully Documented Research Paper (6 parts)	40%

Percentage to Letter Grades:

95-100 = A	94-90 = A-		
89-87 = B+	85-86 = B	84-80 = B-	69-65 = D
79-77 = C+	76-75 = C	70-74 = C-	64 and below = F

Course Policies:

Because we'll be trying to do too much in too little time, we'll need to divide the workload equally; every student will be responsible for more than simply his or her own success or failure. If you, for whatever reason, aren't prepared or able to be an active, responsible, independent member of this learning community, another class may more suit your expectations. What follows are our course policies. While they *seem* somewhat rigid and daunting, they soon fade to the background while making your work easier. These policies serve to keep all involved on task, on schedule, and attempt to keep loss and related neurosis to a minimum.

Reading: Let's be clear: You need to purchase the book and you need to READ if you want to complete the assignments and pass this class. Please have all assigned readings completed on the dates noted on the calendar. To ensure that you are reading the assigned essays, there will be a pop reading quiz in the form of online discussion questions. If you've done your reading, you should be able to pass the quiz. There will no trick questions. You cannot make this up.

Essays:

You will write 3 *short essays* plus a *fully documented 8-10 page research paper* in this class. Papers containing basic writing errors (fragments, run-ons, punctuation problems, language problems which interfere with readability) will be returned ungraded/unacceptable. We will

spend extensive time on the structure, logical organization and development of your papers. Basic writing problems need to be addressed prior to submitting all assignments

Use the following “MLA Guidelines” for typing all assignments:

1. Typed and double spaced with 1 ½ inch margins
2. On the first page of you essay in the top **left** corner, include the following:
 - Your Name
 - Course: English 201 & Section # of Class
 - Instructor’s Name: Paula Sebastian
 - Date the paper is submitted
 - Creative title for essay, followed by an explanatory title:

Designer Genes: An analysis of the role of genetic engineering

3. Always keep a copy of any essay you submit

Plagiarism: **Just don’t do it.** All papers will be evaluated through **Turn-It In.com** for ‘borrowed’ content. If you have any questions about correct citation methods, or how to safely cite from various sources, it is imperative you ask me for help. Don’t cheat, plagiarize, or perform any other misconduct or serious consequences may follow, including receiving a “0/F” for the assignment or an “F” final grade. Also, there will be a report of the incident filed in the Dean of Students’ Office.

Respect: Any comments, jokes, or remarks that belittle the worth of an individual’s (or group’s) physical attributes, race, creed, sexual preference, religion, gender, and/or ethnicity are inappropriate and will not be tolerated. If our behavior inhibits the class’s learning and education, you will be asked to leave, and may be directed/reported to the Associate Dean of students and/or Campus Security.

Expectations: I expect common courtesy from you as you communicate with me and your peers online. Please refer to the Arts and Humanities Web page for Student Expectations, which apply to all of my classes.

Contact Me: If you have questions or concerns about your assignments, readings, or grade in the class, please contact me through the class website or make an appointment with me online so I can set specific time aside for you.

Do your work, read, and participate in class discussions. Need more assistance?

1. Special Accommodations – If you need course accommodations because of a disability, please refer to the Disability Resource Center (DRC) at B132, or by calling (425) 564-2498, or TTY (425) 564-4110.
2. Library Media Center – D building.
3. Reading/Writing Lab – D204-D.

Values Conflicts:

Essential to a liberal arts education is an open-minded tolerance for ideas and modes of expression that might conflict with one's personal values. By being exposed to such ideas or expressions, students are not expected to endorse or adopt them but rather to understand that they are part of the free flow of information upon which higher education depends.

To this end, you may find that class requirements may include engaging certain materials, such as books, films, and art work, which may, in whole or in part, offend you. These materials are equivalent to required texts and are essential to the course content. If you decline to engage the required material by not reading, viewing, or performing material you consider offensive, you will still be required to meet class requirements in order to earn credit. This may require responding to the content of the material, and you may not be able to fully participate in required class discussions, exams, or assignments.